

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Corsham Regis Primary Academy
Number of pupils in school	149
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Oct 2021
Date on which it will be reviewed	July 2024
Statement authorised by	Abby Symons
Pupil premium lead	Abby Symons
Governor / Trustee lead	Hazel smart Antonia Ramsey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,723
Recovery premium funding allocation this academic year	£7395
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£96,118
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

At Corsham Regis are placing an emphasis on securing the 'essential skills' for our disadvantaged learners: phonics, reading, early number skills and times tables. We aim to narrow the attendance gap between our disadvantaged pupils and non-disadvantaged and improve the mental wellbeing of our learners.

Ultimately, we want:

- To narrow the attainment and language gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6
- To support and increase the emotional wellbeing of all children across the school

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

We believe in maximising the use of the Pupil Premium Grant by utilising a long-term strategy, aligned to the school development plan. This enables us to implement a blend of short, medium and long-term interventions over a maximum time frame of three years.

The current strategy for 2021-22 places high priority on the essential skills, starting with quality CPD for staff members and then focusing on delivering carefully planned and structured sequences of learning, starting with a baseline in order to show impact and make adjustments to interventions and learning strategies

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Provision

The range of provision the Governors consider making for this group include and would not be limited to:

- Reducing class sizes, thus improving opportunities for effective teaching and accelerating progress
- To employ a 'Catch up' phonics champion for Years 1,2 & 3
- To allocate 'Catch Up' Teaching Assistants where need is assessed
- To employ an EYFS TA to ensure greater oracy input and smaller adult – children ratio
- Additional teaching and learning opportunities provided through trained LSAs
- Transition from primary to secondary and transition internally and into EYFS.
- Pay for all activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- To allow the children to learn a musical instrument.
- Behaviour and nurture support during lunchtimes by providing adults and activities to engage and promote our school's values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require. Strategies where necessary to achieve the intended outcomes.

The key principles focus on a whole school approach led by senior leaders, subject leaders and teachers.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	The attendance of our disadvantaged children currently not in line with the rest of the school or meeting the schools target of 96%. A significant percentage of this low attendance is rooted in mental health issues of parents and carers.
2	Our disadvantaged children are showing poor skills and confidence in oracy. Poor oracy and language skills amongst our children when they enter early years, with all pupils working in 2+(28.56%) and yr3/4 (71.4%) banding.
3	The number of children who are in receipt of PP who also have additional vulnerabilities such as SEND, Families in Crisis, EAL, CP issues, Mobility
4	Our disadvantaged children are not engaging fully with times tables both in school and at home.
5	Our disadvantaged pupils have poor early number skills when they enter FS2

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
The attainment of our disadvantaged children is at expected levels or higher in reading.	Data shows that accelerated progress is made over the three years. Attainment shows at least 65% of our disadvantaged children are working at expected levels or higher by the end of the three years.
Our disadvantaged children can talk more confidently about their learning, particularly when talking about how they are doing and why they have been successful	Pupil voice information will show that our disadvantaged children can use talk for learning during feedback
Our disadvantaged children are engaging with mastering early number and times tables practise	Times table tracking data will show increased progress over time for our disadvantaged children. For more than 53% of Year 4 cohort to achieve 20 or above (pass) the Multiplication Tables Check
Progress in phonics	progress scores in KS2 Phonics Achieve above national average expected standard in PSC
The attendance of our disadvantaged children is at least in line with the rest of the school	Improve attendance of disadvantaged pupils to LA average (98.5%) or at least in line with non-disadvantaged pupils.
All children will get access to daily high quality teaching	Internal and external monitoring will show that teaching is improving. Teacher will know, use and talk about the guiding principles of QFT (EEF 2020)

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 50,857

Activity	Evidence that supports this approach	Challenge number(s) addressed
Three staff, x1 teacher and x2 TAs trained in delivering NELI	In 2020, the Education Endowment Foundation (EEF) published the results of a large-scale effectiveness trial of the intervention. The statistically significant results from 193 schools demonstrated that the programme increased the language skills of 4- to 5- year-olds by an additional three months. The result has a very high security rating: 5 out of 5 on the EEF padlock scale.	1,2,3
All staff delivering RWI to be monitored by English / RWI lead teacher. Further training allocated as required	<p>This will maintain consistency in the delivery of the programme to all children.</p> <p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Key findings from teaching phonics: impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>3. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p> <p>4. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading</p> </div> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1,2,3
HT to take part in 'Making it happen' network	Run by Wiltshire council (Kate Wilkins)	1,2,3,4,5

meetings and to engage with a pupil premium review of provision.	Whole staff CPD will be led by Head teacher to ensure a whole school approach and strategy for our disadvantaged learners. Whole school appraisal targets linked to raising the attainment and engagement of disadvantaged learners through targeted questioning.	
EYSF and KS1 teachers to take part in Early Number programme run by Mobius maths	Test results are showing an improving trend in maths across KS2 due to our involvement with the Mobius Hub and PiXL for the past two years. Teachers report that they feel more confident in teaching mathematics. HT, Maths subject leader and SLT recognise the importance of early number to further improve our KS1 results and bring them more in line with National.	1,3, 5
X3 teachers to attend Mobius maths Year 3 (of 3) mastery maths program	Improving attainment in maths shown over the last three years of in house SATs data. 2019=54% 2020= 64% 2021= 65%	1,2,3,4
Year 3 and 4 staff members to attend 'Ready for multiplication check' course	Course run by Wiltshire right choice and recommended by Vicky Gordon Wiltshire school effectiveness lead) We will be engaging in LA training led by Lynda Wynne (Maths adviser) to implement a times table teaching programme across the school. We will ensure that the programme links to our whole school timetable strategy using PiXL guidance. The programme focuses on two elements of learning times tables 1. Deliberate practice linked to auditory memory Understanding commutative law	1,3,4
To purposely engage pupils in a whole school oracy approach, using PiXL resources and through staff appraisal targets.	Our approaches will include: the use of purposeful, curriculum-focused, dialogue and interaction during weekly Topic Talk time, the use of structured questioning to develop deeper thinking in maths and reading and extending pupils spoken vocabulary through identifying subject specific vocabulary in knowledge organisers and sharing this with the children, explicitly teaching the vocabulary through topics and displayed on working walls in all classrooms., Key findings: 1. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.	1,2

	<p>2. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum</p> <p>3. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p> <p>4. Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://auth.pixl.org.uk/primary#!/Resources/Whole%20School%20Materials/Oracy</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 38,326

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI (Nuffield Early Language Intervention)	<p>NELI will target children in EYFS. It is an intervention that improves listening, narrative and vocabulary skills. Three to five weekly sessions will be delivered to small groups of children with relatively poor spoken language skills. The 20-week programme is delivered in our reception class. Evidence shows that this can add up to 4 months impact</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p>	1,2,3
Small Group and 1:1 Tuition (Catch-up) - using teaching assistants	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,2,3,4,5

for example for pupils in year 6, in maths, using PiXL PLCs personalised pupil learning checklists	The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. We aim to target those children who are at risk of falling behind as a result of poor attendance. Evidence shows that increasing the personalised nature of education can have a positive impact on attendance	
Redistribution of Teaching Assistants to enable the provision of TA Interventions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Teaching assistants can provide a positive impact on learner outcomes, providing they are deployed in a meaningful way. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact (+3 months)	1,2,3,4,5
Additional reading and phonics for the bottom 20%	Daily 1:1 and small group sessions with children benchmarked below level 3 to encourage blending in head. Monitored phonic intervention with catch up teacher - to fill gaps in phonics. Evidence shows that 1:1 and small group work is a highly effective way of using additional adults and has +4 months impact	1,2,3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 6935

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing profound learning opportunities for all pupils to enrich our curriculum offer Trained EVC within school to lead on visits and	It is essential for their own wellbeing that they experience different settings before writing about it. All profound learning opportunities are linked to topics and therefore enhance our curriculum offer and provide experiences that many of our children wouldn't have otherwise. A trained EVC is essential for us to deliver safe and effective profound learning experiences	1,2,3

use of Evolve for all staff.		
After School Clubs, Trips, (including Residential) and Music Tuition	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time Additional non-academic activities can provide free or low-cost alternatives to sport, music, and other enrichment activities (such as trips and camps) that more advantaged families are more likely to be able to pay for outside of school. Having the option to attend these after school activities, can also have an impact on attendance due to the requirement to be in school in order to attend.	1,2,3
Thrive	We will be maintaining the resource of 2 Thrive practitioners working across KS1 and KS2. Children will be able to benefit from sessions throughout the week to prepare them for work in the classroom. This will be led and monitored by our Inclusion lead. Evidence suggests +4 months impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,2,3,4 and 5
Arts participation for DL through Art Clubs activities	EEF evidence shows that Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Impact on academic outcomes in other areas of the curriculum.	1,2,3,4,5

Total budgeted cost: £ 96,118

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Aim	Outcome
Improve the reading comprehension skills of pupils eligible for the PPG	Improvement made term on term for the number of pupils achieving ARE in Reading
Improve the quality and embed the use of high quality assessment for learning for pupils entitled to the PPG	Pupils continuously tracked and evidence seen through planned sequences of learning that teachers are addressing gaps from question level analysis for all pupils. Evidenced in Local Authority Evaluation Day report May 2021
Improved oral language skills to support pupils entitled to the PPG to make expected progress and meet age related standards across the curriculum	TAs mainly in class due to Covid-19 restrictions. All children in FS2 assessed using Wiltshire's communication tracker and referrals made to support children early in their primary schooling. Continues to be a focus 21/22
The attendance of pupils entitled to the PPG is at least 95.3%	Attendance of disadvantaged pupils was well below 95.3% largely due to heightened anxiety levels related to the Covid-19 pandemic.
Improve the emotional health and well-being of eligible pupils	99%* of pupils surveyed (153 pupils out of a possible 160) said that they feel safe coming to school and are happy in school.
In 2021 we saw a further increase in outcomes in KS2 with 73% achieving EXS+ in reading and writing and 65% in Maths, with a combined score of 58%, an increase on the previous two years results of combined score of 56% in 2020 and 38% in 2019.	

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
PiXL partners in Excellence	https://www.pixl.org.uk/
Thrive	https://www.thriveapproach.com/courses/licensed/253/3150/

Further information (optional)

At Corsham Regis we:

- mark pupil premium books first
- sit pupil premium children towards the front of each class room unless the needs of the child means that they are better suited to an alternative position within the room
- prioritise the importance of our pupil premium children by all staff, teachers and teaching assistants having a performance management target related specifically to these learners
- ensure that pupil premium children are always included in book looks and pupil conferences
- highlight pupil premium children on pupil progress documents
- ensure that all subject leader action plans have a specific objective related to pupil premium children
- have a tracker that enables us to record the monitoring of interventions and track progress